

The Relationship between Emotional Intelligence and Job Motivation Levels between High School Teachers of Ghaemshahr City

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Abstract. This study aims to evaluate relationship between emotional intelligence and job motivation levels of high school teachers. The investigation was conducted by descriptive research method (correlation). The statistical population of study consisted of 881 subjects were high school teachers that statistical sample of 308 teachers (135 males and 173 females) were selected randomly. One of the technique of Data collecting of two questionnaires is Bradbury Graves' emotional intelligence questionnaire and the other one is the questionnaire of JML job motivation levels and this has been prepared and translated for the first time. For data analysis, descriptive and inferential statistical methods were used (Univariate regression analysis, the independent t-test, single-group t). Results of regression analysis showed that there is a significant linear relationship between emotional intelligence and job motivation of teachers. Also, significant linear relationship exists between each of the components of emotional intelligence and motivation levels (the amount of work, effort, concentration, enjoyment, intention (to stay in business), improvement, being a volunteer). In dimensions of the amount of work, efforts and being a volunteer there is no significant difference between the men and women in the significant level of 0.05. But, in other aspects and total motivation, there is a difference between men and women ($p < 0.05$). In among emotional intelligence dimensions, just for self-management dimension there was a significant difference between men and women in the significance level of 0.05 but in other dimensions and the total score of emotional intelligence, there is no difference between men and women ($p < 0.05$). Results of analysis of a single-group t also showed that emotional intelligence and its dimensions and job motivation and its dimensions for the teachers are higher than average ($p < 0.05$). Therefore, in terms of results, long-term planning and investment in the education system have been recommended by experienced professionals' aid to promote emotional intelligence level and its training ability to teachers and it was emphasized to identify factors that could provide the basis for the motivation of the this profession.